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ABSTRACT

Explaining that interest in law magnet programs has grown substantially in the 1990s, this bulletin analyzes these programs on the basis of information provided by 24 mostly urban magnet schools. The schools in the sample represent the spectrum of law magnet program sizes, organizational structures, and settings. The report defines a law magnet program within the broader context of law-related education (LRE). In law magnet programs, developing an understanding of the law and exploring careers in the legal professions permeate the formal and informal curriculum. Their primary purpose is to prepare students for citizenship, although many students choose magnet schools because they are interested in pursuing careers in law-related professions. The report presents profiles of law magnet schools and the racial and ethnic diversity of the students attending them, sources of funding, course offerings, and community support for the programs. Taking the position that these programs have been successful, the report encourages the establishment of new law magnet programs and provides information on getting programs started, including teacher training and networking information. The report also provides a case study of a program established by a community and another about a program initiated by court order. (LH)

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American Bar Association
Chicago, Illinois

1996

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Bulletin

American Bar Association ABA Special Committee on Youth Education for Citizenship $1.50

Law Magnet Programs

By Paula A. Nessel

"The magnet program is a very exciting and challenging experiment. The teachers are very helpful and they care about you.... I like to come inside the building every day because it is like a big family. I enjoy being here."

says Toni Martinez, a student at the Law, Government, and Community Service Magnet High School in Jamaica, New York. Such enthusiastic reactions are common among students, teachers, and others who participate in law magnet programs. Indeed, interest in law magnet programs has grown substantially in the 1990s. In 1992, a survey of law magnets identified 69 programs in 15 states (44 in New York state alone). By early 1995, the list of known law magnet programs grew to nearly 100 programs in 17 states.

In late 1994, a new survey was sent to 32 programs in the 17 states known to have law magnets. This report summarizes the information provided by 24 responding law magnet programs (predominantly urban). The schools in the sample represent the spectrum of sizes, organizational structures, and settings. We hope that the information provided here will inform educators, school administrators, parents, and the public about the nature of law magnet programs and why they are a valuable asset to their communities.

Definition of a law magnet program

Our definition of a law magnet program is a comprehensive program offering multiple, nonelective (as well as elective) classes at each grade level, in a sequential manner, concentrating on aspects of law and legal processes. These programs are usually offered in grades 9–12, but are also offered in some elementary and middle schools or to only 11th and 12th grade students in some high schools. While many law magnet programs originated as a strategy to desegregate schools, some were created because the community, the school administration, and/or local teachers wanted to offer students the unique enrichment a concentration of law-related education classes could provide.

Our definition of law magnet programs partially fulfills the description by the U.S. Department of Education Office for Civil Rights, which states that magnet schools "offer specialized and innovative instructional approaches to attract students of different racial, ethnic, and socio-economic backgrounds. They include educational programs and services that are either the focus of an entire school ... or are offered as part of a school's standard curriculum.... [A] magnet school can be open to all students in a school system ... or restricted by attendance areas." The focus on attracting students of different backgrounds reflects the racial integration mission many magnet programs were created to fulfill.

Numerous magnet schools around the nation were created in response to a Kansas City, Missouri, case in the late 1970s. At that time, Kalima Jenkins and several other African-American students successfully sued the school district for not moving with deliberate speed to dismantle racial segregation in its system, as required by *Brown v. Board of Education*, 349 U.S. 294 (1955). The case led to federal court supervision of the district's desegregation plans. Magnet schools were among the remedies initiated to remove vestiges of racial segregation.

How law magnet programs fit within the field of law-related education

Law magnet programs are a small but significant part of the broader field of law-related education (LRE). In 1978, the Law-Related Education Act defined LRE as "education to equip nonlawyers with knowledge and skills pertaining to the law, the legal process, and the legal system, and the fundamental principles and values on which these are based."

There are national, statewide, and local LRE programs. The degree of institutionalization of LRE in a school or district varies greatly. Sometimes LRE is brought to classrooms

Paula Nessel is the project coordinator for the American Bar Association National Law-Related Education Resource Center (NLRC) in Chicago.

Note: For a list of law magnet programs, a sample of texts used by law magnet programs, or more information about law-related education, contact: National Law-Related Education Resource Center (NLRC), ABA/YEFC, 541 N. Fairbanks Court, Chicago, IL 60611-3314, 312/988-5735.

through the initiative of innovative teachers who act without institutional support. But LRE can also be organized as a districtwide program, usually through infusion into kindergarten through high school classrooms. Law magnet programs are examples of LRE at the most comprehensive end of the continuum. In them, developing an understanding of the law and exploring careers in the legal professions permeate the formal and informal curriculum. Their primary purpose is to prepare students for citizenship, although many students choose magnet schools because they are interested in pursuing careers in law-related professions.

Student profile

Whether or not court-ordered desegregation caused their creation, most law magnet programs have a racially and ethnically diverse student population. The responding programs' percentage breakdowns of their student populations produced the following averages:

Students	Average %
African American	51
Asian	3
Caucasian	30
Mexican American/Hispanic	15
Native American	2

Only about 40% of the responding programs indicate that three-fourths or more of their student body is comprised of only one of the above groups. More often, the student populations include two or three ethnic or racial groups.

Bulletin

American Bar Association Special Committee on Youth Education for Citizenship

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Another interesting aspect of the law magnet student populations is their gender balance. All but two of the respondents indicate that the majority of students are female (64%). One inner city school reports that over 90% of its students are female. Three schools report a 50-50 gender split and only one school reports a male majority (60%).

School profile

Most programs include students in grades 9–12, but a few are located in grade schools (sometimes called microsocieties) or middle schools and some of the high school programs are limited to grades 11–12. Within the high school setting, the number of students in the law magnet tends to be over 100, frequently over 250. Some programs, however, range between 25–100 students.

More than half of the programs surveyed were created within the last five years while about one-fifth are 5–10 years old and another one-fifth are over 10 years old. Many programs combine a law focus with a related field, such as public affairs/policy, business, justice, finance, international studies, military, law enforcement, public/community service, and government ... the latter two being the most common. Law magnet programs tend to be located in large metropolitan areas. [The boroughs of New York City contain 41 law magnet programs.] The programs usually have a "school within a school" design. Teachers are assigned to the programs in a number of ways: selection by program director, application by the teacher, seniority, or assignment by administrators. Sometimes the teachers were assigned to a school before the magnet was created and were given the option to stay.

> ***"Since I have attended the school, I've learned many things about the law. By interacting in the actual processes of the law, I will be better able to meet the challenges that lie ahead for me."***
> ***Tameika Coates, student Northeast Law and Public Service/Military Magnet High School***

Funding

Most programs indicate having county or local funds plus at least one other funding source. Somewhat more than half indicate state or federal funds and a few indicate their funding is court mandated. Other sources of funding can be community groups, businesses/corporations, or grants from the state or federal government or private sources.

Harry Garvin, Legal Coordinator of a program in Savannah, Georgia, has received funding from various sources. He not only seeks lists of educational grantors from the U.S. Department of Education, Department of Commerce, and state departments of education, but also contacts the state department of industry and tourism to request an annual list of major industries moving to his state. He believes that a new industry is more inclined than an established company to pro-

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vide funds because it probably has not yet been approached by many local charitable organizations. Being new to a community/state provides a strong incentive to seek favorable publicity. Dr. Garvin has received in-kind donations from local cable companies, television stations, telephone and cellular phone companies, computer/software companies, and military bases (the latter due to surpluses created by the recent federal policy of phasing out selected military bases).

Community support

LRE has always emphasized the use of community resources to make the learning process relevant, experiential, and interactive. Law magnet programs depend on their communities for support, most often using members of the law enforcement community and the court system, but also drawing heavily from local bar associations, law schools, and undergraduate schools or community colleges with criminal justice courses. Additional strong support is received from state bar associations, state LRE projects, individual attorneys, and law firms.

Course offerings

Survey respondents indicated the categories of courses offered in their programs. Following is the rank order of the courses listed in the survey, with the courses most frequently offered appearing at the top:

Rank	Course
1	American History
1	Civic Education
3	Global Issues
3	World History
5	Constitutional Law
5	Local/State Government
5	National Government
8	Business Law
9	Forensic Science
10	International Law

Such a brief list, however, does not do justice to the wide variety of law-related courses offered in law magnet programs. The list in the box below is a sampling of the courses offered by various programs. Such a variety of courses is not possible in most schools; nonetheless, some programs are quite extensive. On the following page is the four-year curriculum offered at the Center for Law-Related Studies, a program initiated by court order at South Mountain High School in Phoenix, Arizona.

Course Title	Description
American Legal History	Philosophy of law, the effect of case precedent on modern decisions
Business Law	Laws that impact the business community such as contracts, consumer credit, partnerships, corporate law
Civil Law	Contracts, torts, real estate, wills
Constitutional Law	Examination of the workings of the U.S. government through Supreme Court cases
Court Interpreting	Duties, ethics, and responsibilities of the interpreter in a judicial setting; intense study of grammar and vocabulary appropriate to the field of legal interpreting
Criminal Justice	Jurisdiction, courts, search, arrest, theory, criminal procedure
Criminalistics	Analysis of crime-scene evidence, crime laboratory techniques, human anatomy and physiology
Family Law	Prenuptial agreements, marriage, separation, divorce, custody, parent-child responsibilities
Global Studies	Analysis of systems of law in ancient and modern societies
Government	Nature of government and our political process, including elections
Introduction to Law	Roots of American law and justice, authority, responsibility, components of the legal system
Law Enforcement	Preparation for police officer, correctional officer careers
Law and Literature	Literature's examples of legal strategies, oral arguments, rules of evidence, the criminal mind, crime detection
Legal Ethics and Behavior	Study of topics such as the ethics in attorney-client relationships, ethical litigation, and judicial ethics
Legal Skills	Paralegal preparation, e.g., composition of legal documents, organization of litigation files, techniques of interviewing clients/witnesses
Mediation	Alternative dispute resolution methods, personal problem-solving skills, and conflict management techniques; preparation for peer mediation
Sports and the Law	Contracts, negotiations, business application, rules
Trial Advocacy and Tactics	Examination of trial procedures using mock trial, moot court
Youth and the Law	Effects of crime on young people; crime prevention

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COLLEGE BOUND/LEGAL

FRESHMAN

1,2 World of Law and Lit. 1-2
3 Foreign Language Latin 1-2
4 Keyboarding 1-2
5 Trial Procedures 1-2
Chem/Physics & the Law 1-2
Algebra & the Law 1-2

SOPHOMORE

1 English Writing & the Law 3-4
5 American Legal System 1-2
4 Legal Ethics & Behavior 1/Health 1
3 Foreign Language Latin 3-4
4 Keyboarding 3-4
5 Trial Procedures 1-2
5 Mediation 1/Health 1
Biology 1-2
Algebra 3-4

JUNIOR

1 Am. Lit. & the Law 5-6
6 U.S./AZ Hist. & the Law 1-2
5 Advocacy, Analysis & Pers 1-2
5 Criminalistics 1-2
4 Business Law 1-2
5 Mediation
Geo/Trig 1-2
Chemistry 1-2 or Physics 1-2

SENIOR

1 Global Lit & the Law 7-8
7 Our Living Constitution 1
5 Advocacy, Analysis & Persuasion 1-2
5 Criminalistics 1-2
4 Business Law 1-2
9 Law & Public Serv. Practicum 1
5 Mediation 1
Chemistry 1-2 or Physics 1-2
Free Enterprise 1

LAW-RELATED CAREERS

FRESHMAN

World of Law and Lit. 1-2
4 Legal Ethics & Behav. 1 /Health 1
Keyboarding 1-2
8 Court Interpreting 1-2
Trial Procedures 1-2
Chem/Physics & the Law 1-2
Algebra and the Law 1-2

SOPHOMORE

English Writing & the Law 3-4
American Legal System 1-2
Keyboarding
8 Court Interpreting 3-4
Mediation 1
Trial Procedures 1-2
Biology 1-2 or Earth Science 1-2
Chemistry 1-2
Algebra 3-4

JUNIOR

Am. Lit. & the Law 5-6
U.S./AZ Hist. & the Law 1-2
Business Law 1-2
Criminalistics 1-2
Paralegal/Legal Sec. Trng. 1-2
8 Court Interpreting 5-6
Mediation 1

SENIOR

Global Lit & the Law 7-8
Our Living Constitution 1
Business Law 1-2
Criminalistics 1-2
Paralegal/Legal Sec. Trng. 3-4
8 Court Interpreting 7-8
Mediation 1
Law & Pub. Serv. Practicum 1
Chemistry 1-2 or Physics 1-2
Free Enterprise 1

CITIZENSHIP

FRESHMAN

World of Law and Lit. 1-2
Trial Procedures 1-2
Chem/Physics & the Law 1-2
Practical Arts/Voc. Ed. Req.
Humanities/Fine Arts Req.

SOPHOMORE

English Writing & the Law 3-4
American Legal System 1-2
Legal Ethics & Behav.1/Health 1
Trial Procedures 1-2
Algebra 3-4
Pract. Arts/Voc. Ed. Req.
Humanities/Fine Arts Req.

JUNIOR

Am. Lit. & the Law 5-6
U.S./AZ Hist. & the Law 1-2
Legal Ethics & Behav.1/Health 1
Criminalistics 1-2
Mediation 1

SENIOR

Global Lit and the Law 7-8
Our Living Constitution 1
Criminalistics 1-2
Mediation 1
Law & Pub. Serv. Pract. 1
Free Enterprise 1
Chemistry 1-2 or Physics 1-2

Prefix Numerals 1-9 indicate the type of credit earned, see below. The suffix numeral (1) indicates a one-semester course. A pair of sequenced numbers following a course title indicates a two-semester course. Paired numbers higher than 1-2 mean the course is in the same subject as others listed, but at a higher grade level, i.e., 3-4 for sophomores, 5-6 for juniors, and 7-8 for seniors.

Prefix Numerals:

1 Satisfies English requirement
2 Satisfies World History/Geography requirement
3 Earns Humanities/Fine Arts credit
4 Earns Practical Arts/Vocational Education credit
6 Satisfies U.S./AZ History requirement
7 Satisfies U.S./AZ Government requirement
8 Earns foreign language credit in Spanish
9 Earns one credit in Practical Arts

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> ***"...[W]e have an extremely good program in our Law and Government Magnet. This department has a highly reputable staff that is well educated in its field."***
> ***Craig Thomas, student Law and Government Magnet, John Marshall High School, Rochester, NY***

As demonstrated by South Mountain High School's three strands, law magnet programs offer a spectrum of academic goals, ranging from vocational education in law enforcement or legal secretary careers to broad-based exploration of citizenship skills to college preparation. While the programs include some form of career education, they share the underlying goal of instilling in their students an interest in and understanding of the law. For instance, South Mountain High School describes their program emphasis thus:

> Students enrolling in the Center for Law-Related Studies will develop an understanding and appreciation of the role of law in society and the role of the citizen as an active participant in the democratic process. The curriculum emphasizes the development of basic skills, the exploration of professional career opportunities and academic preparation for higher education.

Many teachers in law magnet programs use a variety of supplementary materials, but no standard text. When a text is used, it is often supplemented by a variety of other materials, often created by the teacher or obtained inexpensively from a state or local law-related education project. The text most commonly mentioned by respondents is *Street Law* by Arbetman, McMahon, and O'Brien (West).

> ***"The Law, Government, and Community Service Magnet High School was a good experience for me. It gave me a chance to explore new horizons. I might not be an "A+" student, but the different teachers make it easier to achieve the goals you set for yourself."***
> ***Unjoli Henry, student Law, Government, and Community Service Magnet High School, Jamaica, NY***

Law magnet programs enrich their curricula with a variety of active learning opportunities both as part of course work and as extracurricular activities. Almost every law magnet program includes mock trials, community service, and internships. In mock trials, students act out trials, applying their knowledge of civil or criminal law and court procedures to case scenarios. Community service takes many forms, such as volunteering at homeless shelters, cleaning up parks, or tutoring younger children. Internships (paid or unpaid) take place in law-related settings such as the courts, law firms, police departments, and governmental offices and include responsibilities such as filing court documents, maintaining records, answering telephones, and clerical duties.

Mediation is indicated as a program component by more than 80% of the survey respondents while mentor programs are indicated by almost 75%. Mediation can involve teaching conflict resolution skills to entire classes or training small groups of students to act as peer mediators to settle the disputes of fellow students. Mentor programs usually pair lawyers with groups of students in ongoing relationships to realistically demonstrate law as a career and enhance student understanding of the legal process. Contacts usually involve interactions in the classroom, at law offices, and in courtrooms.

Approximately half of the programs indicated they had moot courts, shadowing, or student/teen courts available to their students. Moot courts, like mock trials, entail acting out trials, but at the appellate level, where no jury is involved. Shadowing provides students with an opportunity to observe the day-to-day activities of a career person to acquire a more realistic understanding of the occupation involved. Student, teen, or youth courts are school or community-based courts in which young offenders are sentenced by juries of their agemates. The roles of attorneys, bailiffs, court clerks, and judges may also be filled by young people.

Many programs include trips to law-related settings, especially the courts. Other special components mentioned by law magnet programs are debates, Model Congress (simulation), Close Up (study of or visits to local, state, or federal government offices), We the People (instructional program on the U.S. Constitution and Bill of Rights), and an intergenerational program with senior citizens.

Getting started

Advisory Board A key component to successful law magnet programs is an effective advisory board. Members should be selected from a variety of groups whose input and support can be relied upon. Beverly Barr Vaughan, House Administrator of the School of Law and Government in Rochester, New York, suggests forming an advisory board immediately after the decision is made to create a law magnet program. The members should number 10–20 and should include representatives from the police, judiciary, law schools, state legislature, community colleges, major local law firms, local and/or state bar associations, district attorney's office, and legal secretaries. Recognizable names help the image of the program, and a list of the advisory board members should appear on the program's letterhead stationery.

The most intensive work of the advisory board occurs in the formative stage of the law magnet program, but continuing participation is important. Board members serve through their advice as well as through their connections to the community. Their ability to open doors to financial and in-kind support as well as to recruit law-related professionals to act as resources and/or mentors to classrooms is extremely important to the continued success of a magnet program.

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Teacher Training Recruiting teachers who are already familiar with law-related education is difficult since LRE is a relatively new subject area and is not widely included in the methods courses taught in colleges of education. Nonetheless, a surprising number of teachers have law degrees and can be a strong asset if recruited to law magnet programs. Additionally, inservice training in LRE is widely available. Many statewide LRE projects schedule inservice training conferences and annual summer institutes. A significant number of the conferences/institutes are open to out-of-state participants. For example, Project P.A.T.C.H and L.Y.C. in New York state cooperatively hold a free intensive, multistrand five-day summer institute annually that is available to all on a first come, first served basis. The ABA's annual National LRE Leadership Seminar provides professional development and networking opportunities for newcomers as well as experienced LRE practitioners. A number of other national LRE organizations provide training opportunities on a local, regional, or national basis. Additional information on preservice and inservice training in LRE can be found in the ABA publications, *LRE and the Preservice Teacher* and *Teaching Teachers About Law in the 90s: Models, Methods and Means*. Curricula, classroom strategies, videotapes, and software are available from a number of local, state, and national LRE organizations as well as from educational publishers. For more information about all aspects of teacher training, contact the National Law-Related Education Resource Center (NLRC).

"Skills I've learned in my law classes have helped me focus my plans for a career in law. I realize I can help other people."
James McKay, student Northeast Law and Public Service/Military Magnet High School

"Law classes have helped me learn new ways to deal with problems. My behavior has changed."
Calvin Boyles, student Northeast Law and Public Service/Military Magnet High School

Networking Contacting a number of existing magnet programs can assist groups in shaping the direction of their proposed program and reduce the possibility of "reinventing the wheel." An excellent resource for networking is the Florida Law-Related Education Association (904/386-8223), which, in 1994, implemented a statewide program providing accelerated assistance to law magnet schools (K–12) and established a law magnet newsletter *Law Magnetworking*.

The next step is to visit existing law magnet programs that are similar to the type of program being proposed. While only 17 states are known to have programs, there are at least a few programs in every region of the country. Site visits provide concrete examples of how programs can be structured as well as person-to-person opportunities for answering questions.

In order to better illustrate how law magnet programs can be created, two are described below. The first is a new program initiated by the community, and the second is a seven-year-old program established through court-ordered desegregation. While there are many similarities, the differences are what is highlighted in the second program description.

Established by the Community

Law, Government, and Community Service Magnet High School

In 1992, a New York City neighborhood committee proposed to their superintendent of schools that a local high school be redesigned into four separate magnet schools. The committee of local community leaders, a state assemblywoman, other elected officials, and concerned school staff, administrators, and parents wanted to improve students' achievement and attendance by providing smaller "schools" focusing on high interest themes. By limiting each four-year program to 600 students, the committee hoped that the teachers and other school personnel could get to know each student and parent well. Another anticipated benefit was the magnet school's appeal to the business community, which could provide significant support. The magnet schools, housed in Andrew Jackson High School, would share resources, but would be separate in most respects.

With the superintendent's consent, the four magnet schools were organized around the themes of Humanities and the Arts; Business, Computers, and Entrepreneurship; Math and Science; and Law, Government, and Community Service. A project director was selected for each of the schools. The Law, Government, and Community Service Magnet High School's design team consisted of the principal, assistant principal, theme specialist, PTA president, teachers' union representative, several local judges, attorneys, representatives of the state and local bar associations, the local police precinct captain and youth officer, representatives from York College, Hoffstra University, St. John's University, LaGuardia Community College, and several community-based organizations. Extra funding for the restructuring came from a state magnet school grant that provided for instructional design, staff development, modernization of the building's physical plant, and purchase of books, equipment, and supplies.

The original complement of teachers was selected by an application process. Staff development sessions were held for three weeks in the summer of 1994. Teacher, student, and parent handbooks were created and many organizational methods were worked out. Additional staff development sessions were scheduled throughout the school year to address the issues of curriculum development and the integration of new teaching methodology.

The new magnet school began in September 1994 with a principal, assistant principal, guidance counselor, 15 teachers, two secretaries, 3 paraprofessionals, a representative from the

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Urban League, and a student body composed of 100 freshmen and 100 sophomores. The student population was 94% African American, 4% Hispanic, and 2% other; 40% male and 60% female.

The courses offered in 1994–95 were as follows:

- Global Studies with a Law Focus (includes international law)—4 semesters
- Introduction to Law (includes mediation and civic education)—2 semesters
- Criminal law—1 semester
- Family law—1 semester
- Plus 4 years of English, 3 years of math and science, 3 years of Spanish, legal keyboarding, computer applications, physical education, health, art, and music.

Additional courses planned include the following:

- American history—2 semesters
- Constitutional law—1 semester
- Participation in government (federal, state, and local)—1 semester
- Civil law (with a business component)—1 semester

The school hopes to establish a legal journalism and forensics course for 11th grade students and internships and an environmental science class for seniors. All students will be expected to complete 200 hours of community service (during after-school hours) prior to graduation. Among the community service options will be service on a number of local student advisory councils organized by the high school superintendent's office, the Queens District Attorney's office, the 105th Precinct, and intergenerational programs with nursery schools and senior citizen centers.

> ***"Law classes and the summer internship are great opportunities to learn how the system is meant to work, how it does work and why there are differences."***
>
> ***"I like to argue and I found I was good at it. I won a lot of cases in school court at Northeast."***
>
> ***Tamara White, student Northeast Law and Public Service/Military Magnet High School***

Other experiential components available to students are a mentor program, the New York State Bar Association's mock trial tournament, a moot court competition sponsored by the New York City Mentor Program, Fordham Law School, and the local Justice Resource Center; the Lincoln/Douglas debates, the Marcus Garvey debates, and several model congresses. The school plans to develop linkages with their local nursery, elementary, intermediate, and junior high schools.

Theme Specialist Rozella Kirchgaessner describes their program: "It is our intention to create a truly cooperative learning environment where the teachers work together on group programs and projects which will bridge all of the subject areas....Our students are selected for interest over ability, and we have a mix of students with all levels of abilities working together on shared goals. It is the best of all possible worlds!"

Initiated by a Court Order

Northeast Law and Public Service/Military Magnet High School

In 1985, the federal court ordered the Kansas City, Missouri, School District to desegregate, using magnet schools as part of the remedy. In the 1986–87 planning year a task force composed of community and staff members visited magnet sites in Cleveland and Houston to determine what magnet courses to offer. The University of Missouri—Kansas City Law School and local bar associations were asked to provide input, which resulted in not only advice, but also access to judges' robes, law books, and personnel to assist in the development of a new law and public service magnet. Some of the funds to renovate the school building were used to create a mock courtroom.

The law and public service (LPS) theme was implemented in the 1987–88 school year (the military theme was implemented later). The faculty was comprised primarily of teachers who were assigned to the school before it became a magnet. All faculty members attended 80 hours of inservice training in law-related education in August 1987. A 40-hour training session continues to be a mandatory annual event and is supplemented by opportunities for faculty to attend LRE conferences and visit other law magnet sites. New additions to the faculty will be given preference for having theme-related courses or experience.

The LPS program includes four strands: 1) law and paralegal, 2) law enforcement, 3) fire technology, and 4) public service. Students declare a major strand by the end of their freshman year and must complete 72 hours of community service in projects that align with that strand. Upon successful completion of the strand requirements and community service hours, students receive, in addition to their diploma, a certificate recognizing their accomplishments in their selected field.

Courses offered in the LPS program include basic law enforcement, criminal justice, environmental law, constitutional law, civil law, school court, law advocacy, administration of justice, and senior internships. Students participate in summer law internships, student response teams (peer mediation), a three-day summer law camp, and "Bridge the Gap" visits to law schools recruiting minority students. The latter components receive significant support from state and local bar associations, which also provide a $500 student scholarship and many other forms of enrichment to the students. In 1995–96, attorneys plan to work with students to create a law-related newspaper to be distributed to elementary, middle, and high schools in the district as well as in outlying rural areas.

The current population of 900 students in the LPS program is 28.5% Caucasian, 48.8% African American, 12.9% Hispanic, 9.1% Asian, and .8% Native American. The male/female

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> ***"The Law, Government, and Community Service Magnet High School is a wonderful institution of learning. The curriculum is extremely helpful for young people who have an idea of what they want to do in the future. I think it's a great idea to add different kinds of law to the syllabus. I totally enjoy being here."***
> ***Kimesha Simpson, student***
> ***Law, Government, and Community Service Magnet High School, Jamaica, NY***

percentages are close to 50-50. Any district student may apply for admission. Selection is by first come, first served ... with attention to maintaining ethnic and racial balance.

The school plans to implement a shared-governance model by which the entire student body will operate as a governmental entity mirroring state and federal governments. A constitution drafted by elected student representatives and staff advisors will establish executive, legislative, and judicial bodies composed of students, faculty, staff, and members of the community. Students will share fully in decisions about matters as diverse as the awarding of scholarships, selection of law interns, and setting of lunchroom policies.

Karen Birgam, head of the law/paralegal strand of the LPS program, emphasizes that "the students directly participate in the implementation of the themes and application of the themes with faculty, staff, parents, and community leaders and partners while exercising influence over the school goals and school environment through shared governance."

Conclusion

Law magnet programs provide high interest and practical courses and opportunities for their students. While exploration of a law-related career may be a focus, the opportunities offered in these programs equip students to be informed, participating citizens. Their success warrants wide replication to ensure that more young people learn the importance of understanding and participating in our democracy.

This publication was created with significant contribution from Leonne Lizotte, retired coordinator of the Easthampton High School of Law and Government in Easthampton, Massachusetts, and Beverly Barr Vaughan, House Administrator of the School of Law and Government at John Marshall High School in Rochester, New York. Without their years of law magnet networking, recent creation and collection of surveys, and untiring contribution of valuable information, this publication would not have been possible.

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